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The strengthening of reading and language skills, the promoting of closer relations with neighborhood and parents, and the helping of youths in getting jobs and college placement are the goals of a pilot project in a culturally deprived area. Involved in the project are two elementary schools, one junior high school, and three high schools. Teachers assigned to the project assist by teaching small groups, by demonstrating good teaching techniques, by preparing materials for teachers, and by seeking new methods and materials for use by children who are educationally retarded. Teachers at the elementary grades are encouraged to make home visits. A corps of teachers at the junior high school level work with a select group of youngsters who are of average intelligence, but retarded at least two years in various subject skills. Teachers discuss the children with whom they work and prepare materials together to attack certain weaknesses. In addition, two counselors make home visits and work with the teachers. This close communication has resulted in an upgraded program. High school students are taking reading classes in addition to the regular English courses. Teachers of subjects other than English are invited to teach reading. Inservice at-the-site is conducted for teachers who volunteer to work in the program. Controlled readers, tachistoscopes, reading accelerators, listening centers, and individual previewers are some of the motivational devices used to encourage children to read better and faster. Vocational counselors prepare materials on getting a job and fulfilling the requirements necessary for securing a job. Other motivational techniques include field trips, visits to the community, and exposure to such cultural enrichment as the opera.																							
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THE "NEW LOOK" IN SAN FRANCISCO

By ISADORE PIVNICK

I'm constantly reminded by my wife and daughter of the "new look" in women's clothing. It seems that every time I turn around another change has taken place. Recently educators have taken a new look at the culturally handicapped children and their needs.

San Francisco is doing something about this "look" which revealed that children in certain areas need special attention. Since February 1961 a grant from the Ford Foundation's Fund for the Advancement of Education has enabled the school district to provide personnel, material, and equipment to carry on a special pilot project in a "culturally deprived area." Emphasis is given to strengthening reading and language skills as well as attention to closer relations with neighborhood and parents, and help in getting jobs and college placement for youth.

3,500 pupils, 6 schools involved

The project is centered in an area known as the Western Addition. Two elementary schools, one junior high, and three high schools are involved in the project. Approximately 3500 pupils are benefiting by this special attention. Only twelve additional staff members have been assigned to work with the existing staff.

The teachers assigned to the project assist by teaching small groups, demonstrating good teaching techniques, preparing materials for teachers, and seeking new methods and materials for use by children who are "educationally retarded." In addition, teachers at the elementary grades are encouraged to make home visits. Parents have expressed appreciation for this service.

At the junior high school level a corps of teachers work with a select group of youngsters who are of average intelligence but retarded at least 2 years in various subject skills. This "island" within the school provides an opportunity for teachers to discuss the children with whom they

This issue of the CTS Bulletin continues the reporting of activities in several regions of the country in behalf of underprivileged students. Included are reports on projects in San Francisco, St. Louis, five more New York State Project ABLE cities, along with other miscellaneous information. The goals of Community Talent Search (CTS) are still to spread "the prairie fire" by the dissemination of authentic information directly from its sources.

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work, prepare materials together to attack certain weaknesses, and to share information. In addition, two counselors have been assigned to make home visits and work with the teachers. This close communication has resulted in an upgraded program which gives success to pupils and "good feeling" to teachers.

Reading classes

(High school students in grade L-10 are taking reading classes in addition to the regular English courses. Teachers of subjects other than English are also invited to teach reading. In-service at-the-site is conducted for those teachers who volunteer to work in the program.) Screening takes place so that follow-up work can be done with students requiring further help.

Machines have also found their way into the classrooms. (Controlled readers, tachistoscopes, reading accelerators, listening centers, and individual previewers, are only a few of the motivational devices used to encourage children to read better and faster.) These machines serve as tools. Teachers still meet most of the varying needs of pupils with reading problems.

The Community Counselor has been kept busy securing sites for study centers and personnel to supervise them. Centers have been established in 5 neighborhood buildings, including recreational and church facilities. College students have been encouraged to volunteer their services. Students from the junior and senior high schools have been informed of the facilities and many have already taken advantage of the opportunity to study in quiet surroundings with competent help available.

Material about scholarships and available loan funds is being developed for distribution to the schools and co-operating agencies. When home visits are made, parents are informed of their own child's potential and how they may avail themselves of existing opportunities for further schooling.

Jobs for youth

Jobs for youth poses a serious problem. Many of the children with whom we work are in need of money. Many feel that they will never be employed. The Vocational Counselor's immediate task is to prepare materials on how to get a job, requirements which must be fulfilled if a job is to be secured, and to open the doors to more employment for youth. A program has been started to acquaint both the school and the "world of work" of the needs of youth. There has been a positive response by the community.

(One major oil company has already participated in a work-study program. Sixteen high school youths were trained and employed.) This program will continue as a regular part of the company's training and hiring pattern. Additional oil companies and retail outlets have indicated an interest in initiating similar programs. Comments about this approach have been most gratifying.

Other motivational techniques

Many (other motivational techniques are being tested. Field trips to nearby TV studios and return visits to the school by studio personnel has increased interest in news broadcasting. A visit to one of the local newspaper plants to observe how a newspaper is prepared met with real delight. Each week the class receives free newspapers which they use in their daily program. One group of children visited their teacher's ranch. The trip over the bridge was a "first" for many. A recording of the "ohs" and "ahs" which came forth from the youngsters as they held sheep and chickens and collected eggs was proof of their enjoyment. A chance to learn about the Opera "Rigoletto" and then see it was afforded several pupils in the elementary schools. These experiences lead to excellent discussions and opportunities for reading and recording.

This is the new look which is evident—and the result has been happy, interested, motivated children. Parents and teachers also benefit by seeing the results of these efforts on behalf of children.